DOCUMENT RESUME

ED 419 126 CE 076 398

AUTHOR	Smith, M. Cecil, Ed.; Pourchot, Thomas, Ed.
TITLE	Adult Learning and Development. Perspectives from Educational Psychology. The Educational Psychology Series.
ISBN	ISBN-0-8058-2524-X
PUB DATE	1998-00-00
NOTE	279p.
AVAILABLE FROM	Lawrence Erlbaum Associates, Inc., 10 Industrial Drive, Mahwah, NJ 07430.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Adult Development; Adult Education; *Adult Learning; Age Differences; Cognitive Ability; Cognitive Style; *Educational Psychology; Educational Research; Epistemology; Intellectual Development; Intelligence; Learning Theories; *Metacognition; *Mnemonics; Parent Education; Problem Solving; Reading; Reading Ability
IDENTIFIERS	*Forgiveness

ABSTRACT

Leading educational psychologists address problems in adult development and learning in this book. "What Does Educational Psychology Know about Adult Learning and Development?" (M. Cecil Smith, Thomas Pourchot) is the introduction. "We Learn, Therefore We Develop" (Nira Granott) tackles the problem of distinguishing between learning and development. "Abstraction, the Will, the Self, and Modes of Learning in Adulthood" (Juan Pascual-Leone, Ronald R. Irwin) describes a process-analytic account of consciousness, cognition, and personal factors that interact to determine learning. "Extending Sociocultural Theory to Adult Learning" (Curtis Jay Bonk, Kyung A. Kim) proposes an extension of sociocultural theory based on Vygotsky's research and writing. "On the Development of Adult Metacognition" (Gregory Schraw) describes the development of metacognition in adulthood and its relationships to knowledge and intellectual abilities. "Changing Mind, Changing World" (Bruce Torff, Robert J. Sternberg) describes the role of practical intelligence and tacit knowledge in adult learning. "The Role of Adults' Beliefs about Knowledge in School, Work, and Everyday Life" (Marlene Schommer) considers the critical role of adults' epistemological beliefs in their school, work, and everyday lives. "Adult Intelligence" (Phillip L. Ackerman) presents a knowledge-based perspective of adult intellectual ability marked in its distinction from traditional views of intellectual functioning in adulthood. "Mnemonic Strategies for Adult Learners" (Russell N. Carney, Joel R. Levin) describes memory-enhancing techniques for those whose memory abilities may be affected by aging processes. "Adult Age Differences in Reading and Remembering Text and Using This Information to Make Decisions in Everyday Life" (Bonnie J.F. Meyer, Andrew P. Talbot) examines the interplay between various reading processes and adults' abilities to use the information they acquire from text across the life span. "The Educational Psychology of Reading in Adulthood" (M. Cecil Smith) summarizes what is known about adults' reading skills, based on a number of individual studies and a recent national assessment of adults' literacy abilities. "Forgiveness Education with Adult Learners" (Catherine T. Coyle, Robert D. Enright) describes an important new research area. "Contributions of Parent Education to Adult Development" (Lee Shumow) illustrates the impact

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that adult educational psychology interventions can have in the everyday lives of adults. "Toward an Adult Educational Psychology" (M. Cecil Smith, Thomas Pourchot) synthesizes the themes and issues running through the book. Author and subject indexes are included. (YLB)

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